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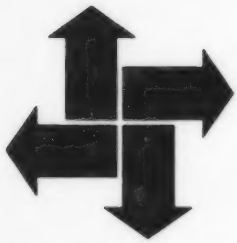

ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER

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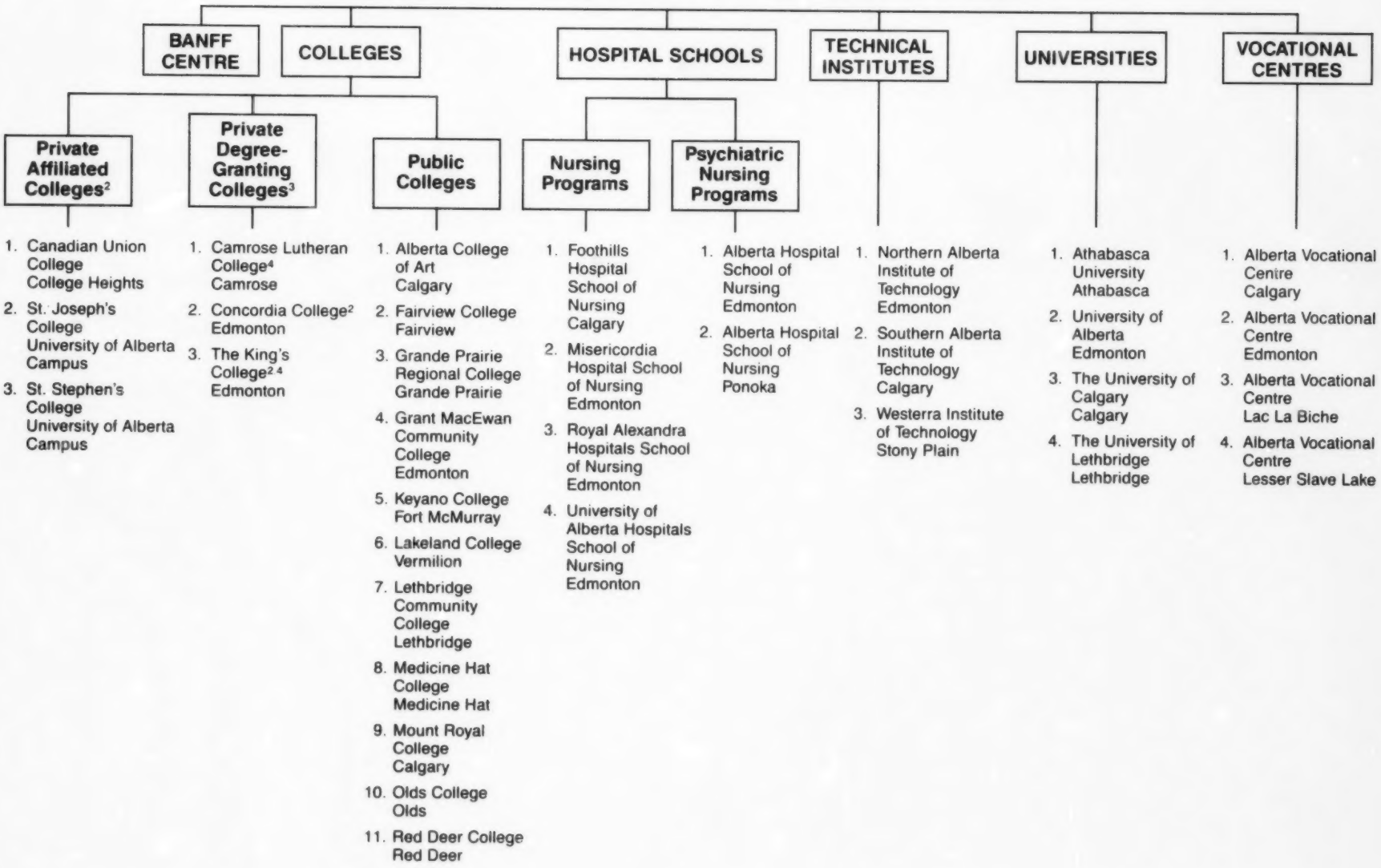
ALBERTA POST-SECONDARY EDUCATION SYSTEM[1]


BANFF CENTRE
COLLEGES
HOSPITAL SCHOOLS
TECHNICAL INSTITUTES
UNIVERSITIES
VOCATIONAL CENTRES
Private Affiliated Colleges[2]
Private Degree-Granting Colleges[3]
Public Colleges
Nursing Programs
Psychiatric Nursing Programs
1. Canadian Union College College Heights
2. St. Joseph's College University of Alberta Campus
3. St. Stephen's College University of Alberta Campus
1. Camrose Lutheran College[4] Camrose
2. Concordia College[2] Edmonton
3. The King's College[2,4] Edmonton
1. Alberta College of Art Calgary
2. Fairview College Fairview
3. Grande Prairie Regional College Grande Prairie
4. Grant MacEwan Community College Edmonton
5. Keyano College Fort McMurray
6. Lakeland College Vermilion
7. Lethbridge Community College Lethbridge
8. Medicine Hat College Medicine Hat
9. Mount Royal College Calgary
10. Olds College Olds
11. Red Deer College Red Deer
1. Foothills Hospital School of Nursing Calgary
2. Misericordia Hospital School of Nursing Edmonton
3. Royal Alexandra Hospitals School of Nursing Edmonton
4. University of Alberta Hospitals School of Nursing Edmonton
1. Alberta Hospital School of Nursing Edmonton
2. Alberta Hospital School of Nursing Ponoka
1. Northern Alberta Institute of Technology Edmonton
2. Southern Alberta Institute of Technology Calgary
3. Westerra Institute of Technology Stony Plain
1. Athabasca University Athabasca
2. University of Alberta Edmonton
3. The University of Calgary Calgary
4. The University of Lethbridge Lethbridge
1. Alberta Vocational Centre Calgary
2. Alberta Vocational Centre Edmonton
3. Alberta Vocational Centre Lac La Biche
4. Alberta Vocational Centre Lesser Slave Lake

[1] There are also private non-affiliated colleges and private vocational schools throughout the province, some of which may offer courses that are transferable.

[2] These private colleges have affiliation agreements with the University of Alberta, as does North American Baptist College, effective July 1988.

[3] Camrose Lutheran College became a degree-granting institution on 28 June 1985, The King's College on 12 March 1987, and Concordia College on 16 July 1987.

[4] Camrose Lutheran College is a member of the Association of Universities and Colleges of Canada (A.U.C.C.), effective 8 October 1987, and The King's College is a provisional member of A.U.C.C., effective 5 May 1988.

INTRODUCTION

The Alberta Council on Admissions and Transfer, which was established in 1974 at the request of the post-secondary institutions, is an independent body which reports annually to the Minister of Advanced Education. The basic objective of the Council is the enlargement of educational opportunities for students. An underlying purpose of the Council is to foster better communication among institutions, and thus to improve understanding and co-operation on all matters related to transfer. As well, the Council maintains a system-wide interest in institutional admission policies as they relate to the ability of students to transfer.

Over the years, the Council has developed a policy framework to facilitate transfer agreements among the institutions. This framework is published as Addendum C. The Council endeavors to maintain sound transfer agreements in a changing environment and encourages negotiations, where appropriate, for programs and courses not presently covered by transfer agreements. In addition to institutional admission policies respecting transfer students, negotiated transfer agreements are compiled and published by the Council in its annual *Alberta Transfer Guide*.

The 14-member Council includes the Chairman and members from the universities, public colleges and technical institutes, provincially administered institutions, hospital schools of nursing, private colleges, as well as student and public members. The Council membership is recorded in Addendum A, its Terms of Reference in Addendum B, and the Alberta Transfer Model in Addendum D.

POLICY REVIEW

In the reporting period, Council reviewed progress to date and assessed future directions for transferability. To assist Council in this review, Dr. W. H. Worth, author of *A Choice of Futures* and former Deputy Minister of Advanced Education, was invited to meet with Council. He felt that the reason for Council's existence is captured in the Council Principle that student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized. He advised Council to continue to serve as an advocate for students and an agent for change. Council reaffirmed its Principles, Policies, and Procedures which continue to provide the basis for its work.

ADMISSION ISSUES

University Admission Policies for Transfer Students

During the year, it was reported to Council that the University of Alberta was in the process of clarifying the interpretation of the "satisfactory performance" element of its policy regarding the admission of transfer students. The University of Calgary approved a controlled growth policy for 1989-90 that would again limit maximum enrolment, although a new registration category was introduced to admit transfer

students with satisfactory grades in a minimum of six 3 unit semester-length courses or the equivalent. There was extensive discussion by Council of these developments in policies affecting the admission of transfer students.

Accessibility for Transfer Students

In 1988-89 there was a substantial increase in the capacity of university transfer programs at the public colleges located in Calgary, Edmonton, and Red Deer. Subsequently, enrolments of students in university transfer programs at public colleges were reported to have increased during the Fall 1988 term. Given the enrolment management policies at the University of Alberta and The University of Calgary, Council was concerned that public college transfer students would still have reasonable opportunities for admission to universities in order to complete their degree programs. Council invited Dr. Peter Krueger, Vice-President (Academic) and Provost of The University of Calgary, and Dr. Donald Baker, President of Mount Royal College, to advise on issues of accessibility for transfer students in the Calgary region. At a subsequent meeting, Dr. Myer Horowitz, President of the University of Alberta, and Dr. T. C. Day, Vice President Academic of Grant MacEwan Community College, provided advice on similar issues for the Edmonton region. There was renewed commitment to the continued use of fair and equitable admission policies. Concern remained that there be adequate opportunities for students to transfer to complete their degree programs.

Level of Instructor Qualifications

During the reporting period, concern arose about the appropriate level of qualification for instructors assigned to teach some transfer courses in public colleges. During negotiation of transfer credit, the sending institution supplies the receiving institution with pertinent information about the proposed course, including the level of qualifications that are minimally required of those who would be assigned to teach the course. In evaluating a transfer proposal, receiving institutions require assurance that students completing the course are adequately prepared so that, following transfer, they may successfully complete their program. Disagreements may arise as to what constitutes an appropriate minimum level of qualification. Public colleges were of the view that some universities were, in some instances, setting unrealistically high requirements for instructors of junior level courses. Also, the academic concerns of receiving institutions were sometimes perceived by public colleges as a negative judgement of the worth of the sending institution. Further, responses from receiving institutions were sometimes perceived to impinge on the statutory responsibility of colleges to make their own staffing decisions.

Interest in the level of instructor qualifications is an inherent dimension of the transfer relationship. The issue has recurred as a matter of concern from time to time over the past two decades. During the reporting period, the vast majority of transfer credit negotiations proceeded promptly to a positive conclusion. Although this issue arose in a very limited number of cases, the potential for it to corrode inter-institutional relationships and to impede the smooth transfer of students convinced Council of the need to devote much of its time to ameliorate the immediate situation and to work toward a resolution. As part of its approach, the

Council encouraged a review of internal procedures by both sending and receiving institutions so that concerns identified by both sending and receiving institutions could be appropriately addressed. At the conclusion of the reporting period, Council looked forward to a positive response from both the public colleges and universities and to a strengthened and renewed relationship between these institutions.

Nursing

The *Premier's Commission on Future Health Care for Albertans, June 1988, Interim Report* was discussed by Council. Of particular interest was the recommendation that the Alberta Council on Admissions and Transfer assist in bringing about improved transfer from one type of nursing program to the next. Recognizing the importance of this dimension of transfer, Council has published, for the first time, information on the block transfer arrangement between the diploma nursing programs and the baccalaureate programs at Alberta universities. It was also noted that it may be possible for students to transfer from Registered Nursing Assistant programs and Registered Psychiatric Nursing programs to Registered Nursing programs on an individual assessment basis. Discussions were actively underway among nursing educators in the Edmonton region to improve access to baccalaureate nursing programs through increased reliance on transfer from diploma programs.

ALBERTA TRANSFER GUIDE

Given the large number of students who transfer each year and the increasing number of transfer agreements, a major activity of the Council is the publication and distribution of the annual *Alberta Transfer Guide*. The 1988-89 edition was distributed within Alberta to the Registrar's Office of all post-secondary institutions, student associations, high school guidance counsellors, Alberta Career Centres, and public libraries. The *Alberta Transfer Guide* is a measure of the extent to which Alberta's post-secondary institutions are co-operating to reduce and eliminate obstacles to transferability.

The compilation of the *Transfer Guide* was again co-ordinated by Ms. Marilyn Patton, Executive Assistant, with the assistance of the institutional Contact Persons. In July 1988, the thirteenth annual *Alberta Transfer Guide, 1988-89* was published. Production of this *Transfer Guide* reflected the Council's desire to make the *Guide* easier to use. In accordance with Council's decision, it was also expanded to include Concordia College and The King's College as degree-granting receiving institutions. A revised format was adopted in response to the increasing number of degree-granting institutions. Also, for the first time, the section on institutional admission policies was expanded to include entries for the hospital schools of nursing. Student demand for the *Transfer Guide* continued to increase.

Further improvement of the *Alberta Transfer Guide* was a major priority of the Council as planning commenced for production of the fourteenth edition for the 1989-90 academic year. Recognizing the growing complexity of the document, the efficient and timely production of the *Guide* was a primary concern of Council.

Computing equipment was acquired so that revisions to the *Transfer Guide* could be entered and controlled directly by Council staff. This was expected to ensure quality control of the data and speed production of the *Transfer Guide*.

Since the publication of the first edition of the *Alberta Transfer Guide* in 1976, there has been steady growth in the number of inter-institutional transfer agreements, and hence a continuous enlargement of the *Transfer Guide*. This trend continued, partly as a result of the expansion of university transfer programs at public colleges. Also, new transfer agreements were negotiated for courses in career programs at the certificate or diploma levels. Further, the growing recognition of transfer agreements among the seven degree-granting institutions reflects the use of Council's Procedure 3 (Addendum C) that the transfer will normally be honoured within the subsystem of which the receiving institution is a constituent. As a result, several thousand new transfer agreements were received during the year.

Recognizing the volume of transfer negotiations being concluded throughout the year and the need for their timely dissemination, the Council produced two interim reports listing new transfer agreements that had been negotiated after the *1988-89 Transfer Guide* was published. Distributed to all Contact Persons in December 1988 and February 1989, these reports were particularly helpful to the Contact Persons at degree-granting institutions. It is expected that this sharing of information among the degree-granting institutions will facilitate the implementation of Council's Procedure 3 at these institutions. Timely distribution of these reports will enable these Contact Persons to arrange for their institutions to determine transfer credit, if appropriate, and to submit the results in time for the next edition of the *Transfer Guide*.

All institutional Contact Persons were invited to submit information on new or revised transfer agreements for the 1989-90 edition of the *Transfer Guide*. Following Council's procedures for the review of transfer agreements, Contact Persons advised Council to delete obsolete entries and to revise amended transfer agreements so that the information in the *Transfer Guide* will reflect courses and programs offered during the 1989-90 academic year. These changes will be incorporated in the *1989-90 Transfer Guide*.

TRANSFER PATTERNS DATA

Introduction

In the 1970s, Council's initial priorities were directed toward the resolution of problems associated with the transfer of university-bound students from the public colleges. However, as new transfer routes began to develop and changing patterns of transfer became evident, Council recognized the need for more precise and comprehensive information than was currently available. Information about the volume, direction and nature of post-secondary transfer traffic would aid the Council in determination of its ongoing priorities and of the location and extent of specific needs and problems. Therefore, starting in Fall 1979 and continuing each year, Council has collected transfer data from the Contact Persons as part of its study of transfer patterns.

The importance of student transfer as a phenomenon of post-secondary education in Alberta is clearly indicated by the large number of students transferring from one institution to another. Since 1979, both the number of transfer students and the opportunities to transfer have steadily increased.

Fall 1988 Data

The data for Fall 1988, supplied as in the past by the institutional Contact Persons, refer to the number of new students admitted by Alberta post-secondary institutions in Fall 1988 who transferred with prior post-secondary experience obtained at another institution.

The number of transfers among post-secondary institutions within the province of Alberta totalled 7,512 students. A further 3,888 students transferred into the province from post-secondary institutions elsewhere for an overall total of 11,400 transfer students. Of the 7,512 students who transferred from within the province, 54.5% went to universities, 20% to public colleges, 19.5% to technical institutes, 3% to hospital schools of nursing, 2% to Alberta Vocational Centres and 1% to private colleges.

The universities admitted a total of 4,100 students who transferred from other Alberta institutions, of which 2,482 were full-time and 1,618 were part-time students. The proportions of transfer to universities by sector were as follows: 38% transferred from public colleges, 27% from other universities, 14.5% from technical institutes, 12% from private colleges, 5.5% from hospital schools of nursing, 0.5% from Alberta Vocational Centres, and 2.5% from other post-secondary institutions. In addition, 2,706 students transferred from outside the province, for a combined total of 6,806 transfer students.

The private degree-granting colleges received a total of 131 transfer students from other Alberta institutions, of which 46.5% transferred from universities, 21% from public colleges, 17% from other private colleges, 14% from technical institutes, and the remaining 1.5% from other institutions. In addition, 33 students transferred from outside the province, for a combined total of 164 transfer students.

The following totals for the non-degree-granting public institutions include both full-time and part-time students. However, some of these institutions do not report information on part-time enrolments. The non-degree-granting public institutions received a total of 3,276 students who transferred from other Alberta institutions. This represents 44% of the total volume of transfer activity from within the province. The public colleges admitted a total of 1,487 transfer students, of which 51% transferred from universities, 24% from other public colleges, 16% from technical institutes, 3.5% from private colleges, 3% from Alberta Vocational Centres, 0.5% from hospital schools of nursing, and 2% from other institutions. The technical institutes admitted a total of 1,467 transfer students, of which 45% transferred from universities, 28.5% from public colleges, 5% from Alberta Vocational Centres, 4.5% from private colleges, 3% from other technical institutes, and 14% from other institutions. The hospital schools of nursing admitted 221 students who had previously studied at other Alberta institutions. This total included 59% who transferred from universities, 26.5% from public colleges, 8% from private colleges, 3% from other hospital schools of nursing, 2% from Alberta Vocational Centres,

and 1.5% from technical institutes. The Alberta Vocational Centres admitted 101 students with prior post-secondary experience. The total included 41% from public colleges, 20% from other Alberta Vocational Centres, 10% from technical institutes, 3% from universities, 2% from private colleges, and 24% from other institutions. In summary, the non-degree-granting public institutions received 3,276 transfer students from within the province and a further 1,142 students from institutions outside the province for a total of 4,418 transfer students.

Summary

Caution is in order when comparing data from year to year as institutions have changed and developed in significant ways, new institutions have emerged, and institutional reporting practices have been refined. For example, the study was recently expanded to include information on transfer activity to private degree-granting colleges, and hospital schools of nursing, as well as transfers of part-time students at some non-degree-granting public institutions. Nevertheless, the reported totals may understate the volume of transfer as the following admission categories may be incompletely reported for transfer activity: part-time students at non-university public institutions, visiting students, unclassified students, and students who are enrolled at two institutions at the same time. However, although the data are approximate, they do provide an indication of trends and patterns in transfer activity and confirm the general importance of student transfer as a phenomenon of Alberta's post-secondary system.

Since 1979 the proportion of students transferring to each sector of the post-secondary system has remained relatively stable, although a somewhat larger proportion of combined within-province and into-province transfers is going to public colleges, 17% in 1979 and 20% in 1988. The proportion transferring to technical institutes increased slightly from 14% to 15.5% from 1979 to 1988. The greatest proportion of transfer activity continues to be to universities.

In comparing the 1987 and 1988 data, one observation is of particular interest. The total number of within-province transfers to universities declined from 4,270 or 63% of the 1987 total to 4,100 or 54.5% of the 1988 total. This decline can be traced to the public college sector as the number of public college students transferring to universities declined almost 14% from 1,806 in 1987 to 1,559 in 1988. This may reflect enrolment management policies at universities and the growth of enrolments in the recently expanded university transfer programs at public colleges, particularly at the second year level. It is anticipated that Fall 1989 transfers to universities from public colleges will rebound.

The transfer patterns data continue to provide useful benchmarks for the study of transfer activity and cast light on emerging trends and patterns. The substantial increase in the number of students transferring among Alberta's post-secondary institutions is an indication of the willingness of these institutions to co-operate as a system in the enlargement of educational opportunities for students through transfer. It is also a measure of success of the Alberta Council on Admissions and Transfer since its founding in 1974.

ARTICULATION BETWEEN THE SECONDARY AND POST-SECONDARY SYSTEMS

Admission requirements at post-secondary institutions are related to the curriculum of the secondary system and the graduation requirements from high school. Council was actively interested in changes proposed by the Department of Education to the high school curriculum, especially the revision of the English program and the new science program. Adult basic education was of ongoing interest to Council with respect to the acceptance of academic upgrading credentials for the purpose of admission to post-secondary programs.

COMMUNICATION -- INSTITUTIONS AND CONTACT PERSONS

To facilitate communication with and between institutions, in 1976 the Council established a network of institutional representatives called "Contact Persons". The annual meeting of Contact Persons with the Chairman and the Executive Assistant took place in Edmonton at the University of Alberta on 20 October 1988. In addition, a more specialized meeting was held during the year with the Contact Persons from each of the major sectors involved with transfer activity: on 16 May 1988 with the Contact Persons from the degree-granting institutions regarding the *1988-89 Alberta Transfer Guide*; on 3 February 1989 with the Contact Persons from the public colleges on issues pertaining to those institutions; and on 7 February with the Contact Persons from the technical institutes. The work of the Contact Persons is invaluable, particularly in relation to the production of the *Transfer Guide* and the collection of transfer patterns data.

In the interest of maintaining and, where appropriate, improving sound transfer agreements, the Council placed a high priority on strengthening its communication with post-secondary institutions. Given the issues before Council, the public colleges, especially those with university transfer programs, received particular attention. At the same time, work initiated in the previous year with the hospital schools of nursing continued as a priority, and the Chairman consulted hospital schools of nursing to gain advice on transfer issues in the area of nursing education.

During the year, the Chairman visited many of the post-secondary institutions in order to gain information and advice on issues pertaining to admission and transfer.

COMMUNICATION -- OTHER GROUPS

Throughout the year, the Council was contacted by a number of organizations -- both within the province and beyond -- concerning the Alberta transfer model and the *Alberta Transfer Guide*. A delegation from the Provisional Hong Kong Council for Academic Accreditation met with the Council during its May meeting. Also, the Chairman met on separate occasions to discuss the work of the Council with delegations sponsored by the Government of Malaysia, the Government of Newfoundland, the Government of British Columbia, The Open University of British Columbia, the Government of Ontario, and several delegations from Saskatchewan.

The Chairman continued to foster a working relationship between the Council and other groups involved with post-secondary education in Alberta. He held discussions with the Chairman of the Private Colleges Accreditation Board, the Secretary of the Universities Co-ordinating Council, and met on a regular basis with the Senior Academic Officers of the public colleges and technical institutes. The Chairman also met with the Rehabilitation Practitioners Program Co-ordinators Committee and addressed the Education Society of Edmonton and the annual conference of the Educational Liaison Association of Alberta.

The Council, through its Chairman, continued to identify admission and transfer issues in discussions with officials in the Department of Advanced Education, the Department of Education, and the Department of Career Development and Employment.

In addition, the Chairman and Executive Assistant responded on a daily basis to an increasing volume of often complex transfer inquiries from students and other members of the public.

FOUNDING CHAIRMAN HONOURED

Dr. Harold S. Baker, who served as the Council's first Chairman from 1974 to 1985, received an honorary diploma from Grant MacEwan Community College on 23 April 1988. The citation paid tribute to Dr. Baker's achievement as founding Chairman of the Alberta Council on Admissions and Transfer.

ADDENDUM A

Council Membership

During the year there were a number of changes to the Council membership as institutional members retired or took new positions elsewhere. Student members typically serve for one year, reflecting their association with their student organizations.

Donna Allan	Public Colleges member
Gloria Bauer	Hospital Schools of Nursing member
Paul Byrne	Public Colleges member (from September 1988 to February 1989)
Tony Clark	Student member (from June 1988)
Tom Como	Student member (from June 1988 through March 1989)
Lorne Dick	Public Colleges member (through July 1988)
Reg Erhardt	Technical Institutes member (from January 1989)
Andrew Gilchrist	Student member (through May 1988)
Don Harper	Public Colleges member (from February 1989)
David Jenkins	Universities member
Dianne Kieren	Universities member (from July 1988)
Ted Langford	Provincially Administered Institutions member
Dale Nagel	Student member (through April 1988)
Alex Reed	Universities member
Mary-Lou Rose	Public member
Ed Ryan	Public member
Keith Ward	Private Colleges member
Fred Williamson	Technical Institutes member (through December 1988)
Amy Zelmer	Universities member (through June 1988)
Terry Moore	Chairman
Marilyn Patton	Executive Assistant

ADDENDUM B

Terms of Reference

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.

2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.

3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.

4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.

5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.

6. Acting within the provisions of existing legislation, the Council shall, upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)

7. In the event that agreement cannot be reached through mediation, the Council shall, upon written request by the institutions concerned, serve as arbitrator.

8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.

9. The Council shall advise the Minister of any legislative changes which it deems necessary.

10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.

11. The Council shall report annually to the Minister of Advanced Education on its activities.

12. The Council will operate with the support of:

    a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred;

    b) the Chairman, to be paid an appropriate honorarium; and

    c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

Council Principles, Policies and Procedures

A. CONTEXT

1. Role and composition

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement of educational opportunities for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system, and thus to promote the advantages of a system of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities:

(a) **leadership** – including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.

(b) **publication** – primarily the production and distribution of a yearly *Transfer Guide* listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report.

(c) **mediation** – as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.

(d) **applied research** -- on matters related to the transfer of students throughout the system.

The fourteen member Council which is appointed by the Minister of Advanced Education is an independent body which reports annually to the Minister. The Council membership includes the Chairman, two members of the public, two student members, three members nominated by the Universities Co-ordinating Council, three members nominated by the Council of College and Technical Institute Presidents, one member from the provincially administered institutions, one member nominated by the hospital boards that operate the schools of nursing, and one member nominated by the Private Colleges Co-ordinating Council. Administrative support, including service of an Executive Assistant, is supplied by the Department of Advanced Education.

The Alberta Council on Admissions and Transfer usually meets on a monthly basis, generally at institutions.

2. Overview of the post-secondary system

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, The Banff Centre, eleven public colleges,

three institutes of technology, four Alberta vocational centres, the community vocational centres, private colleges, and hospital schools of nursing (see chart, page 2). There are, in addition, a number of private non-affiliated institutions, some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the *Alberta Transfer Guide* is distributed across Canada as well as the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions within a sector (for example, between public colleges) or among institutions of different types (for example, from a vocational centre to a college). Transfer arrangements published in the *Alberta Transfer Guide* include courses and programs transferable to degree-granting institutions and those transferable to non-degree-granting institutions.

4. Definition of terms

In dealing with matters relating to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to programs or courses at another institution. (See page 16.)

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular institution. (See page 16.)

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby some courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. Transfer credit is thereby awarded. Affiliation agreements are in effect between several private colleges and the University of Alberta.

B. PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) **Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.**
Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) **Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of their content and rigour.**
Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) **Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded. Additional transfer credit may be negotiable on an individual basis.**

(d) **Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.**
In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) **Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.**
Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle "b" re **virtual equivalence).**

(f) **Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.**

C. A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

In the case of students transferring from public colleges and technical institutes to degree-granting institutions, in lieu of the general admission requirement listed above, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the **appropriate** matriculation requirements or their equivalent. This is referred to as the Letter of Recommendation admissions category.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements:

(a) Transferable courses and programs

These are developed by a sending institution to meet its own program and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the same areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

(b) Transfer courses and programs

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

Among degree-granting institutions, transfers are assessed on an individual basis by the receiving institution. Consequently, course equivalents between degree-granting institutions are not listed in the *Transfer Guide*.

D. PROCEDURES FOR TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the *Alberta Transfer Guide*.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and receiving institution.

1. **Transferable Courses/Courses with Transfer Potential**

   In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institution with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, (c) qualifications required for an instructor. Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. **Transfer Courses/Courses in Transfer Programs**

   In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in the view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify a Contact Person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.

2. Each institution shall, through its Contact Person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.

3. It is expected that proposals for credit will be processed as expeditiously as possible and formalized by means of the Council's Transfer Credit Proposal Form. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.

4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.

5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.

6. In the event that the agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.

7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements -- to be altered, amended or deleted only after **mutual consultation**. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the *Alberta Transfer Guide* shall, insofar as possible, inform those institutions which would be primarily affected -- subject, where necessary, to renegotiation. In cases where renegotiation of a transfer agreement is requested by either a sending or receiving institution, the onus is on the institution requesting the change to provide the other institution with **sufficient notice** and lead-time to permit renegotiation before the next edition of the *Transfer Guide*.

8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e. 3-6).

9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the *Transfer Guide*.

E. INSTITUTIONAL REQUIREMENTS

Within the context of policies and procedures of the Alberta Council on Admissions and Transfer, each institution has particular requirements and practices for admission of students and the award of transfer credit. These institutional requirements are summarized in the annual *Alberta Transfer Guide*. Students who are planning to transfer are advised to refer to the appropriate institutional calendar and to consult with the Registrar's Office at the receiving institution.

ADDENDUM D

Alberta Transfer Model

Since its inception, the Council has evolved the following approach for organizing transfer agreements among Alberta institutions. The Council's Principles, Policies and Procedures provide the framework for the negotiation of transfer agreements between institutions. When preliminary discussions between personnel in the sending and receiving institutions indicate that a transfer agreement for a particular course or program is desirable and feasible, the Council's Transfer Credit Proposal Form is used by both institutions' Contact Persons to negotiate a formal transfer agreement. If the receiving institution approves the proposed agreement, a signed copy of this Form is sent to the Council office so that the data can be entered in the next edition of the *Alberta Transfer Guide*.

Transfer agreements are regarded as relatively stable bilateral agreements. However, programs and their constituent courses undergo change, with revisions from time to time to such aspects as admission requirements, program requirements, and content. The Council recommends that regular discussion of existing transfer agreements take place between sending and receiving institutions. Changes may require renegotiation of transfer agreements and resulting changes will be reflected in the next edition of the *Alberta Transfer Guide*.

In accordance with its terms of reference, the Council compiles, maintains and disseminates a registry of admission policies respecting transfer students and duly negotiated transfer agreements within the Alberta system of advanced education. Through direct consultation with both sending and receiving institutions, the Council monitors the current accuracy of all transfer agreements which are published in each edition of the *Alberta Transfer Guide*. First published in 1976, the annual *Alberta Transfer Guide* has been established both within and outside Alberta as the official statement of transfer agreements, and is considered indispensable for transfer operations within the province. It is broadly used by jurisdictions elsewhere in support of Alberta students transferring there, and more generally as information about the kinds of transfer agreements developed in this province with the support of Council.